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Modern pedagogical technologies in communicative competence formation

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Abstract

The purpose of the study - the development of a conceptual model qualitatively new perspective of modern educational technology formation of professional competence in the field of integrated security through an interdisciplinary approach. The relevance of research by the need to improve the educational technology for the formation of professional competence in the field of security in vocational education (HRE). As a result qualitatively new learning technologies acquired a new quality, integrating interdisciplinary knowledge and skills with social and personal qualities that ensure the success of the professional activity of graduates in the new socio-economic conditions. Working out of the new pedagogical bases of formation of the modern teacher both as professional, and as the creative person possessing professionally creative competence becomes one of key problems in educational system of the Republic of Kazakhstan. Search of reserves of improvement of professional training of the teacher is displaced in a plane of formation and development of creative competence. (Berkaliev, 2007)

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1. Introduction

Prospective modern educational technologies meet the methodological requirements - criteria of adaptability, which are conceptual, consistency, control, efficiency, reproducibility. Manufacturability criteria define the structure

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of educational technology, including the conceptual framework, substantive and procedural components of vocational training. Conceptual model of a qualitatively new educational technology in the field of security is based on the scientific concept on interdisciplinary methodological approaches, aims, objectives, means of achieving the objectives, the predicted result. Conceptual and logical model includes basic conceptual and generic category of scientific knowledge in the field of integrated security. The main categories of concepts: → Information → New knowledge and professional competence of the other → Professional competence in the field of integrated security. The concept states that education in the field of integrated security should be advancing towards hazards. Principle - the formation of a comprehensive security throughout life. (Columbus, 1995; Corcoran & Ross,2014; Kok,2014)

Prospective modern educational technology has characteristics of the system: the logic of the process, the relationship of its parts, integrity. Pedagogical technology can be controlled, we can plan, design, training, conduct a phased diagnosis can be varied by means and methods of training.

The effectiveness of educational technology was tested by the results, the achievement of a certain standard of education. Prospective modern educational technology in teaching integrated security applies to the entire system of vocational education.

The target component model includes strategic goal - the formation of innovative thinking in a specialist who can effectively carry out professional activities under the requirements of international standards in the field of security; a strategic goal - to identify ways and ensure conditions of effective formation of professional competence in the field of integrated security, special purpose - to define and implement the content, forms, methods and techniques of education at every stage of continuing professional education.

Interdisciplinary methodological component of the model includes a methodological reflection (the ability to analyze their own scientific activities), the ability of the scientific rationale, critical thinking and creative application of certain concepts, forms and methods from different areas of knowledge management, construction safety in their professional activities. Aim of the following paper is to identify the system of criteria, indicators and levels for the analysis of communicative competence on the pedagogical discourse. (Columbus, 1995; Aigul,2014; Yeganeh, & Gheitasi,2014)

The aim of this study was to investigate the changes modern pedagogical technologies in communicative competence formation and to understand the differences and possible causes of the differences.

2. Methods

2.1. Participants

The procedural component - is put into practice pre-designed models of the learning process of complex safety. Structural and organizational component includes the steps of (precollegiate, and a high school graduate), continuing education, a vertically-integrated horizontal connections. Organizational and pedagogical component of the educational process in the field of integrated safety features include: content, form and methods that provide active educational and practical activities of students and teachers, the development of promising technologies adequate formation of professional competence in the high school stage and differentiation of forms of organization for professionals in the postgraduate stage, the management process mastery of the material and the diagnosis of the educational process. Appraisal and effective component of the model includes the ability to transfer research approach to different specialty areas, and used in a variety of non-standard situations. Predictive component of formation of professional competence on the basis of modern educational technologies and interdisciplinary connections ensures the successful operation and development of the person in the professional field, and the ability to adapt to new professional, fast-changing commercial environment.

Modern perspective pedagogical educational technology research aimed at finding problems in the area of integrated security, the development of creativity - creativity personality, ready to create a fundamentally new ideas. System integration of information technology and interdisciplinary connections in integrated security and the use of the principle of student-centered learning allows the student to be active and to take decisions on the prevention of emergency situations (ES).

Modern advanced pedagogical research technologies include organizational, substantive and analytical stages. Organizational and pedagogical stage - the choice of the problem, the objectives and the subject of research in the

field of integrated security, the theoretical justification for its conduct, the formulation of hypotheses, determine the criteria and methods of carrying out the research work. Substantial and procedural stage involves the selection of the content of the research work in the field of security research, collect information. (Anikina, 2001; Alsu,2014; Gabdrakhmanov, Rozhko & Kucheryavenkoi,2014)

Analytical and correcting step includes data analysis, verification of analytical data for a purpose and objectives of the study hypothesis; correction research, statistical processing of the material, comprehension, analytical presentation of the material and conclusions followed a performance at scientific conferences and publication of research results. Thus, the results of the contest NIRS, Department of BC, led by the author of the work in 2010 and 2011. won prizes. Stage perspective of modern educational technology research: Generating Ideas → Developing innovative proposals → Create → an innovative project Conducting research results → → → The prospect effect.

2.2. Data analysis

Promising pedagogical social organizational technology - is to achieve the level of competence in the field of integrated security necessary for social and professional adaptation, quality of excellence, cooperative learning, teaching communication skills. A graduate of the ACT should have a cross-cultural competence. In the learning process of being introduced advanced teaching technologies based on modern technology. Conceptual model of modern educational technology formation of professional competence in the field of integrated security designed taking into account age, psycho-physiological characteristics of the individual and professional. An interdisciplinary approach to the design of the educational process in the field of integrated security is promising to achieve professional competence in accordance with the requirements of inter

The study used methods: theoretical (comparative and comparable, summarizing the experience of organizing the activities of institutions of vocational education, the study of legal acts in the sphere of education, scientific and methodological literature, etc.), empirical (observation, study and generalization of mass and individual teaching experience, etc.). Educational technology - it's a study to identify the principles and develop techniques to optimize the educational process by analyzing the factors that enhance the educational effectiveness through the design and application of techniques and materials, as well by evaluating the methods used (Meyers, 1998; Ghaneian & Rahimi, 2012; Alkhalaf,2014).

3. Conclusion

In the course of writing this article, it was found that teachers working in a modern educational institution, not only need to know the range of available tools and their didactic purpose. But effectively use each of funds. As the only fully using not only basic but also aids training, you can achieve the goals of learning a foreign language.

XXI century - the century of high technologies. Do teachers have the opportunity to use in the classroom various technical means, such as a computer, video and audio equipment, satellite TV, Internet access and more. And it allows you to make language lessons more interesting and productive, increase students' motivation to learn a foreign language. After using latest technical tools, students are not just learning a foreign language, but also can fully use it, for example, communicating with foreign peers as e-mail (to allow students to train in the letter), and of using the web - camera (which allows students practice in speaking). (Berkaliev, 2007; Memikogu,2014).

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